2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

13

Program Number

15

Name of Text

Entre Culturas

Publisher

Wayside

Rate This Text Overall

☐ **High** ☐ **Mid** ☐ **Low**

Three Modes of Communication

How well does this support the INTERPRETIVE mode?

What does this look like in the materials?
Comments?

Video blogs, video/audio files, reading comprehension activities, cultural reflections, in each chapter (on-line polling tool, interpreting visual images, powerPoints, etc...)

- ○ **Not at all**
- ○ **Minimally**
- ○ **Adequately**
- ● **Consistently**

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Teacher edition has letters printed in red to explain activities for students to practice in the interpersonal mode (pair activities, interactive conversations) these types of activities are labeled in textbook as interpersonal mode activities.

- ○ **Not at all**
- ○ **Minimally**
- ○ **Adequately**
- ● **Consistently**

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Student presentations activities (individual, pair, groups, etc...)

- ○ **Not at all**
- ○ **Minimally**
- ● **Adequately**
- ○ **Consistently**

How well are the 3 modes progressively taught from first year to third year?

What does this look like in the materials?
Comments?

Reviews at beginning of each new level, 6 units per semester,

- ○ **Not at all**
- ○ **Minimally**
- ○ **Adequately**
- ● **Consistently**

Core Practices

Text supports the use of the target language at least 90% of the time.

What does this look like in the materials?
Comments?

Lots of activities to help students practice the target language.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Thematic vocabulary (by AP and IB themes)/vocabulary in context
Grammar in context

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Authentic resources and texts are used to increase proficiency in the interpretive mode.

What does this look like in the materials?
Comments?

Native-like audio/videos
Culture (enforces culturally) different Spanish-speaking countries/ cultural points (readings/video/reading/listening activities)

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Native-like

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Listening comprehension and reading/writing activities are connected

Comments?

Yes, thematic vocabulary is embedded in reading/writing activities (connected)

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Communication (Interpersonal) activities in text are authentic and promote proficiency

Comments?

Many interpersonal activities per chapter/on-line assignments

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Presentational activities in text are authentic and promote proficiency

Comments?

Enough choices, for speaking and writing presentational activities

- ○ Rarely
- ○ Sometimes
- ● Frequently
- ○ Consistently

Nevada Academic Content Standards for World Languages

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

What does this look like in the materials?

Comments?

Students have access to on-line activities

- ○ Rarely
- ○ Sometimes
- ● Frequently
- ○ Consistently

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.

What does this look like in the materials?

Comments?

Each unit: students have the opportunity to practice/do activities to support the integration of cultural awareness, appreciation, and understanding within each theme.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language function in academic and career-related situations.

What does this look like in the materials?

Comments?

In the form of projects, and some activities that connect to other disciplines (numbers, art, etc...)

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Cultures: Interact with cultural competence and understanding. Learners use the language to investigate, relate, and reflect on the relationship between products, practices, and perspectives.

What does this look like in the materials?

Comments?

Projects, group projects, and other classroom & on-line activities
Portfolios, avatar

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ● Consistently

Level of Proficiency

At which level of proficiency is this text and what is the evidence? Check all that apply

- [x] Novice Mid
- [x] Novice High
- [x] Intermediate Low
- [x] Intermediate Mid
- [x] Intermediate High
- [x] Advanced Low

Levels 1, 2 3

	Strengths	Weaknesses
1st Year	Teacher edition has notes for teachers to know what to do with all student activities (suggestions as to how to do this)	Not a lot of hard copy documents (no student workbook)
2nd Year	Same as above	
3rd Year	Same as above	
Heritage 1st Year		
Heritage 2nd Year		